REQUEST FOR PROPOSALS

KENTUCKY'S IMPROVING EDUCATOR QUALITY STATE GRANT PROGRAM YEAR 3

Authorized by the
"NO CHILD LEFT BEHIND ACT"
Elementary and Secondary Education Act (ESEA)
Title II, Part A – Teacher & Principal Training & Recruitment Fund

CLOSING DATE

January 5, 2005

Council on Postsecondary Education
1024 Capital Center Drive, Suite 320
Frankfort, Kentucky 40601

This document may be downloaded electronically at:
http://www.cpe.state.ky.us/announce/announce_requests_for_proposals.asp

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TIMELINE FOR 2005-06 IEQ PROGRAMS

October 25, 2004	Registration for Technical Assistance Workshop
October 29, 2004	Technical Assistance Workshop for Proposal Writers
December 17, 2004	Intent to Submit Proposal Form Due
January 5, 2005	Proposal Due (**Must be received at the Council on Postsecondary Education by 4:30 p.m., ET**)
January 10-26, 2005	Evaluation of Proposals
January 31, 2005	CPE Approves Funding of Proposals
February 1, 2005	Award Letters Mailed
February 15, 2005	Start Date for Project Implementation
April 30, 2005	Quarterly reimbursement request for period 2/15-3/31 due
May 15, 2005	Summer and follow up training dates and locations due
June 2005 – May 2006	CPE site visits to summer and follow up training
July 31, 2005	Quarterly reimbursement request for period 4/1-6/30 due
October 31, 2005	Quarterly reimbursement request for period 7/1-9/30 due
January 31, 2006	Quarterly reimbursement request for period 10/1-12/31 due
March 31, 2006	A-133 Audit Report for FY 2004-05 due
April 30, 2006	Quarterly reimbursement request for period 1/1-3/31 due
May 1, 2006	Last date to request a no-cost extension
June 30, 2006	Project Year Ends
August 15, 2006	Final reimbursement request for period 4/1-6/30
August 31, 2006	Final program report due to CPE
March 31, 2007	A-133 Audit Report for FY 2005-06 due to CPE

I. INTRODUCTION

On January 8, 2002, President Bush signed into law the revised Elementary and Secondary Education Act (ESEA), arguably the most significant change in federal education law in 30 years. Also called the "No Child Left Behind Act," the law ties federal funding to incremental improvements in student achievement, as measured by statewide standardized assessments, and places more pressure on states to close achievement gaps among students of different racial, ethnic, and economic backgrounds.

The new Teacher and Principal Training and Recruiting Fund combines previously authorized Eisenhower Professional Development and Class Size Reduction allocations into one program—the Improving Teacher Quality State Grant Program (CFDA #84.367B) —which Kentucky calls the Improving Educator Quality Program. Unlike the Eisenhower Program, which targeted mathematics and science only, Kentucky now has the flexibility to fund high-quality teacher and principal training, grounded in scientifically based research, in all core academic subjects. In return, the state and the grant recipient will be held to stricter accountability measures to ensure improvement in the quality of educators and the performance of students.

The Council received approximately $1,000,000 in federal funding from the U. S. Department of Education, which will be allocated through a competitive grant process for projects operating February 15, 2005 through June 30, 2006.

II. PROGRAM PHILOSOPHY

The Improving Educator Quality Program aims at increasing the academic achievement of all students by helping schools and districts ensure their teachers and administrators are highly qualified. Through IEQ, the Council hopes to foster innovative, sustained professional development programs that improve student performance and encourage ongoing cooperation and collaboration among K-12 educators and postsecondary faculty.

When developing guidelines and priorities for the IEQ Program, the Council consulted the *KDE Standards for High Quality Professional Development*, the state consolidated plan, the *Program of Studies for Kentucky Schools*, the *Core Content for Assessment*, *Transformations* (volumes I and II), the American Diploma Project benchmarks for college readiness in English and math (www.achieve.org), the P-16 alignment team (http://www.cpe.state.ky.us/council/council_council_p16_lmalign_intro.asp) recommendations, and the Council's key indicators of postsecondary education reform, which are organized around the following five questions:

1. Are more Kentuckians ready for college?
2. Are more students enrolling?
3. Are more students advancing through the system?
4. Are we preparing Kentuckians for life and work?
5. Are Kentucky's communities and economy benefiting?

Successful applicants shall propose programs that show promise of meeting these objectives and measures, as well as advancing the overarching goals of the Council, the

KDE, and the Education Professional Standards Board (EPSB). CPE Key Indicators are available on the on the web at http://www.cpe.ky.gov.

III. GRANT AWARDS

Grants will be awarded in accordance with the rules and regulations governing NCLB, Title II, Part A. You can learn more about NCLB on the U.S. Department of Education's website: www.ed.gov/nclb/landing.jhtml. The most recent non-regulatory guidance issued for Title II, Part A (January 16, 2004) can be downloaded at www.ed.gov/programs/teacherqual/guidance.pdf.

All funds shall be used for professional development activities that provide sustained, intensive training—informed by scientifically based research—for individuals or teams of teachers, principals, and other school or district leaders.

A. Eligible Applicants

Only partnerships are eligible to apply for professional development funds through this program. Federal guidelines mandate that, at a minimum, the partnership consist of:

- A public or independent institution of postsecondary education and the division that prepares teachers and principals (community and technical colleges must partner with a university's school of education);

- A postsecondary institution's school of arts and sciences; and

- A high-need local educational agency (district), defined as an LEA where at least 20% or 10,000 children served are from families below the poverty line, and for which there is a high percentage of teachers teaching outside their content area or with emergency, provisional, or temporary certification or licensing.

Only one institution of higher education can serve as the fiscal agent for the grant, but the Council encourages partnerships that include two or more postsecondary institutions and multiple schools and school districts. Partnerships also may include schools and districts that do not qualify as "high need" according to the census definition, public charter schools, private schools, an educational service agency, a nonprofit educational organization, a nonprofit cultural organization, an entity carrying out a pre-kindergarten program, a teacher organization, a principal organization, or a business. The Council encourages you to include in your partnership local P-16 councils and middle and high schools participating in GEAR UP Kentucky, where feasible.

B. Use of Funds

Eligible partnerships shall use funds to support professional development activities that:

- Provide teachers and highly qualified paraprofessionals, as appropriate, with sufficient subject matter knowledge in the core academic subjects they teach, including the use of computer-related technology that enhances student learning.

- Improve instructional leadership skills so principals and assistant principals can work most effectively with teachers to help students master core academic subjects.

- Develop and provide assistance to local educational agencies and individuals who are teachers, highly qualified paraprofessionals, principals, assistant principals, or school and district leaders to ensure the individuals are able to use challenging state academic content and student achievement standards, as well as state assessments, to improve instructional practices and outcomes. Professional development may include intensive programs that prepare such individuals to return to a school to provide professional development training to others (e.g., train the trainer programs).

Federal law requires that:

- Funds received under Title II, Part A **must supplement and cannot supplant** state and local funds that, in the absence of the program, would be used to support authorized activities.

- Any partnership receiving grants from IEQ (under ESEA Title II, Part A) and the Partnership Program for Improving Teacher Preparation (under the Higher Education Act, Section 203) shall coordinate activities conducted with these funds.

- No single participant in an eligible partnership, (i.e., no single high-need LEA, no single institution of higher education and its division that prepares teachers and principals, no single school of arts and sciences, and no other single partner), may "use" more than 50 percent of the award [Section 2132(c)]. The provision focuses not on which partner receives the funds, but on which partner directly benefits from them.

  Example: Correct Use of Funds
  Jefferson University, its College of Education, and its College of Arts and Sciences partner with the Lincoln high-need school district to provide professional development for its teachers. As fiscal agent, Jefferson

University's grants office receives **100 percent** of the *Title II, Part A* funds for the partnership. The grants office gives:

- the College of Education **25 percent** of the funds to pay its faculty to deliver professional development focused on instructional methodologies;

- the College of Arts and Sciences **25 percent** of the funds to pay its faculty to deliver professional development focused on content knowledge;

- the Lincoln School District **50 percent** of the funds to pay stipends for its teachers to participate in the professional development offered by faculty from the College of Education and College of Arts and Sciences at Jefferson University.

In this example, no single partner uses more than 50 percent of the funds for its own benefit.

C.   Project Requirements

The Council on Postsecondary Education expects proposals to conform to the following requirements:

- Professional development programs must be of **sufficient intensity and duration** for teachers to make gains. While summer workshops may be included as a component of a comprehensive program, the focus of the professional development should be on **work-embedded activities** that are **sustained** and **intensive**.

- Projects must facilitate **professional networking** among postsecondary and P-12 educators. **A mentoring component** (e.g., college faculty or master teachers paired with classroom teachers) is strongly encouraged.

- Proposals must include evidence that the proposed activities address the specific **needs identified in the comprehensive or consolidated action plans** of one or more local districts/schools to be served and are aligned with the overarching goals of the KDE, the CPE, and the EPSB.

- Colleges and universities must identify similar professional development offerings currently available and **collaborate with existing initiatives** when possible.

- Evidence must be provided that **all entities of the partnership were represented in the project planning and development**. Participation by at least one principal, teacher, and school and district leader to be served is

required in the planning process to ensure the nature and content of all activities will meet the needs of the target audience.

- Projects must identify **the matching dollars and in-kind support** that will be contributed by members of the partnership and describe how these other funding sources will augment requested IEQ funds.

- Activities must **conform to state and national standards** for core academic subjects addressed.

- **Activities proposed must be informed by scientifically based research**. The following is a synopsis of the definition of "scientifically based research," as stated in Title IX of the Act:

    1) Research that involves the application of rigorous, systematic and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and

    2) Includes research that employs systematic, empirical methods; involves rigorous data analysis; relies on measurements that provide reliable and valid data; is evaluated using experimental designs; can be replicated; and has been accepted by a peer-reviewed journal.

IV. FUNDING PRIORITIES

The Council seeks to fund no more than $300,000 to four or five large-scale partnerships. The rationale for this approach is twofold: 1) the Council wants to stimulate major, systemic, sustainable changes in the delivery of professional development; and 2) the Council hopes to extend the scope and reach of professional development activities beyond the boundaries of traditional service areas. More substantial grant awards should assist partnerships in satisfying these ambitious goals.

A. Priorities for Partnerships

Priority will be given to projects that:

- Include **two or more** postsecondary institutions in the partnership.

- Serve participants from numerous **high-need schools** (high poverty and low performing—i.e., schools at assistance levels 1, 2, and 3, or schools exhibiting larger performance gaps among subpopulations of students).

- Serve schools where a high percentage of teachers do not meet the NCLB definition of "highly qualified."

- Address the lowest performance subject areas in the geographic area(s) served (e.g., physical science is the lowest performing sub-domain in science in every region of the state).

- Include detailed plans for **replicating model professional programs** in service areas across the state, **sharing best practices** with other professional development programs, and **recruiting and/or serving minority populations and other historically underserved groups,** including individuals with limited English proficiency, the disabled, migrants, the economically disadvantaged, and the gifted and talented.

Furthermore, Title II, Part A, Subpart III, Sec. 2132 requires the Council to ensure that grants to partnerships are **equitably distributed by geographic area** within a state.

B.   Priority Subjects

Professional development activities may be focused on any core academic subject; however, preference will be given to projects that address the following critical needs in middle and high school:

<u>Mathematics, Physics, Chemistry, and Biology</u>

- Middle or high school teachers engaging in innovative instructional practices and activities, informed by scientifically based research, that will prepare students for careers in engineering, the physical sciences, technology, and mathematics-related fields.

- Middle school teachers engaging in innovative instructional practices and activities, informed by scientifically based research, that will prepare all students for success in Algebra I by ninth grade at the latest, and preferably by eighth grade.

- Middle or high school teachers effectively delivering or developing mathematics, physics, chemistry, and biology instruction that will prepare students for success in college and the skilled workplace.

Projects shall address national and state standards for teaching mathematics or science and shall be aligned with Kentucky content and student performance standards, KDE professional development priorities, and other systemic reform initiatives in the state, including the recommendations of the P-16 Council's Mathematics Alignment Team, those of the KDE Algebra II Task Force, and the American Diploma Project benchmarks in mathematics.

Reading

- Middle and high school teachers in all subjects developing and implementing instructional practices, informed by scientifically based research, for teaching reading for comprehension.

- Middle and high school teachers in all subjects enhancing skills in recognizing reading difficulties and making appropriate content-based interventions or referrals for assistance in reading instruction.

Projects shall address national and state standards for teaching reading and be aligned with Kentucky content and student performance standards, KDE professional development priorities, and other systemic reform initiatives in the state, including the recommendations of the P-16 Council's Literacy Alignment Team and the American Diploma Project benchmarks for English.

School Leadership

- Principals, assistant principals, and other school and district leaders developing and implementing research-based leadership practices that support teaching and learning; create a culture where all students are expected to, and do, achieve; and help schools meet their performance goals.

- Principals, assistant principals, and other school and district leaders using student achievement data to improve instructional practices and student performance.

- Preparing and increasing the number of minorities among school and district leaders.

Partnerships interested in proposing school leadership projects should refer to the *KDE Standards and Indicators for School Improvement*, the *Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders*, the *KDE Standards for Professional Development* and the *Kentucky Board of Education's Goals and Objectives*. School leadership activities funded under this program should be coordinated with Effective Instructional Leadership Act (EILA) Programs administered by KDE and should coordinate with Kentucky's State Action for Educational Leadership project (SAELP).

Foreign Language

- Middle and high school teachers collaborating with international partners (e.g., Académie de Dijon, Embassy of Spain, Goethe Institut, sister cities, businesses, etc.) to provide students with real-life experiences in the target language.

- Middle and high school teachers effectively developing and delivering world language instruction that increases students' knowledge of Kentucky's core content in arts and humanities, practical living, social studies, language arts, math, or science.

- Middle and high school teachers developing and implementing research-based instructional practices [e.g., total physical response storytelling (TPR/S), content-based instruction, digital storytelling] for teaching all students to communicate effectively in another world language.

World language projects shall address the National Standards for Foreign Language Learning, as well as state standards for world languages, and shall be aligned with Kentucky content and student performance standards, KDE professional development priorities, and other systemic reform initiatives in the state.

C.   Preferred Techniques

The Council on Postsecondary Education encourages proposals that utilize the following techniques:

- Experiential instruction (e.g., activity-based learning) and participant construction of standards-based units or lesson-plans.

- A shift from breadth of coverage to depth of coverage.

- The use of technology for networking and outreach (e.g., use of a listserv, the Internet, the Kentucky Virtual University, the Kentucky Virtual Library, the Kentucky Virtual High School, or video conferencing).

- Techniques proven effective in other professional development activities that are informed by scientifically based research.

V.   EVALUATION REQUIREMENTS

A strong evaluation plan with components to measure the actual use and impact of new content knowledge, strategies, materials, and pedagogical techniques must be included. The evaluation plan shall measure the effectiveness of the professional development program with data that show:

- The participants' level of mastery of the content presented in professional development activities (as measured by pre- and post-assessments).

- The effect of professional development activities on classroom instruction (validated by classroom observation of participants by project directors or peers, student work samples, etc.), as compared to a control group of non-participants.

- The effect of the training on student achievement (measured by CATS, CTBS, NAEP, ACT, or other relevant assessments), as compared to a control group of students whose teachers did not participate.

The evaluation plan should include program objectives tied to outcome measures that gauge the effect of all activities on student achievement and behavior. It should also specify (1) what types of data will be collected; (2) when various types of data will be collected; (3) what designs and methods will be used; (4) what instruments will be developed and when; (5) how the data will be analyzed; (6) when reports of results and outcomes will be available; (7) how information will be used by the project to monitor success and provide accountability information to stakeholders about the success of the project; and (8) how the evaluation results will assist in sustaining the program at the conclusion of the grant.

The Council encourages partnerships to use a portion of their award to hire an external evaluator. For your reference, the current Final Program Report Format is included as Appendix II.B. Program directors will be expected to implement any federal guidelines established, as necessary.

VI. PREPARATION OF PROPOSALS

Applicants must submit a complete proposal that adheres to the following format:

A. Cover Page (Appendix I.A)

B. Abstract (Appendix I.B)

C. Cooperative Planning Efforts (Appendix I.C)

D. Partnership Agreements (Appendix I.D)

E. Statement of Assurances (Appendix I.E)

F. Budget Summary Form (Appendix I.F)

G. Project Narrative (not to exceed 20 pages)

1. Analysis of Need and Collaborative Planning

- Document the need for the project. Use student performance and teacher quality data from the schools you will serve to highlight student achievement gaps, teacher preparation gaps, and other needs.
- Explain how the project will meet the professional development needs identified through statewide and school consolidated planning.
- Describe how members of the partnership were involved in project development and planning to ensure local needs were addressed.

2. **Project Objectives**

    - List the primary objectives you hope to accomplish (please limit to 5-7 objectives). The objectives should be specific, achievable, and measurable.
    - Discuss how the project objectives relate to the Kentucky Department of Education's core content and high quality professional development standards, as well as to relevant national or state initiatives (e.g., the American Diploma Project benchmarks for English and math, the P-16 mathematics and literacy alignment recommendations).

3. **Description of Activities**

    - **Discuss how the activities proposed will enable the project to achieve its objectives. (Each activity should be tied to a project objective.)**
    - For each planned activity, provide information on the duration (number of hours), sequence (timing/order), and source of instruction (staff person responsible). Include summer, after-school, and in-school activities. If the activities involve a college course or teacher workshop, include a description of the course of study, syllabus, textbooks or reference materials, and instructors. Estimate the number of teachers/administrators and schools/school districts that will be served.
    - Elaborate on the activity's proven ability to improve teaching and learning as evidenced by scientific research. Proposed activities should be of **sufficient intensity** and provide **ongoing, work-embedded** contexts for teachers and administrators to integrate new knowledge and practices into the classroom or school. Mentoring relationships and train-the-trainer models are encouraged.

4. **Capacity, Resources, Sustainability**

    - Describe previous professional development projects undertaken by one or more members of the partnership that demonstrate an ability to implement the proposal successfully. Include specific performance data and outcomes where available.
    - Discuss how the project will harness existing resources and coordinate with other initiatives to improve student learning and achievement levels.
    - Describe additional resources (facilities, technology, equipment, personnel) available to the project.
    - Explain how the project activities and outcomes will be shared with other teachers and administrators throughout the state and sustained after the project concludes.

5. **Evaluation Plan**

- Describe how you will evaluate the project's success in meeting its stated objectives. **Performance indicators or targets must relate to a specific project objective** and must be measurable, specific, and used for continuous improvement.
- Explain how the project will measure gains in participants' content knowledge and instructional or leadership practices, as evidenced by assessment and observation and as compared to a control group of teachers/administrators not participating in the project.
- Discuss how the project will demonstrate a positive effect on student performance through objective measures like standardized assessments, portfolios, or teacher-made tests, again as compared to a control group. Indicators may address changes in attitudes/dispositions or skills/behaviors, although these are of secondary importance to cognitive gains.
- Preference will be given to projects that hire an **external evaluator with expertise in educational programs.**

6. **Budget Narrative**

- Provide a concise narrative description of each line item on the budget form, including a description of the time involvement, roles, and responsibilities of the project director and staff.
- Justify expenses for all project personnel and participants and ensure all costs are adequately explained, reasonable, and within guidelines.
- Specify sources of cost sharing and match (university in-kind support, local education agency support, and/or other agency support) and explain how they will enhance the project.
- For additional information, refer to Section VII: Budget Guidelines.

7. **Serving Diverse Populations and Learners**

- Describe the professional development strategies that will be used to increase success in serving groups of students for which a performance gap exists and supporting, encouraging, and interacting with all students.
- Identify strategies for recruiting teachers and administrators from underserved and under-represented groups. Describe recruitment methods and, if appropriate, list targeted schools and local school districts.
- If the project does not focus on underrepresented or underserved groups, explain why the focus is not needed.

H. Staff Vitae (Attachment 1)

Provide vitae (no longer than 1 page each) for the following individuals:
- Project director
- Project staff members
- Graduate students
- Teachers or principals who play a major role in the project
- Project evaluator

I. Currently Funded Projects and Pending Proposals (Attachment 2)

Provide a list of currently funded projects and pending proposals involving the project director and associated staff members, including title of project, project period, percent of individual's annual time or support, total award, and funding agency. If there are no funded proposals, enter "none" under this heading.

J. References Cited (Attachment 3)

Provide full references for any materials cited in the narrative.

The project narrative (items G1-G7) must not exceed 20 double-spaced pages; this does not include the materials described in items A-F and H-J (application forms and attachments). All major subject headings must be underlined and/or highlighted. All pages must be numbered.

The review panel appreciates clear, concise, thorough, and carefully written proposals that do not exceed length guidelines. Proposals should follow conventional standards for English usage and citations crediting the ideas and words of others. A standard 12-point font (Times New Roman, Arial, etc.) and one-inch margins are preferred. Please do not use a font-size below 10-point.

VII. BUDGET GUIDELINES

The Council on Postsecondary Education recognizes the need for wise and efficient stewardship of the IEQ grant funds. Proposal writers are encouraged to develop efficient and highly effective proposals that incorporate funds available from other sources when possible. Proposed expenditures must be in compliance with all applicable federal regulations including EDGAR and OMB Circulars A-21 and A-110.

A. Award Amounts

Requested IEQ grant funds typically will not exceed $300,000.

B.   Course Work for Credit

Projects involving course work for credit must follow one of two budget options:

1. The grant may pay the direct costs of the project.

2. The grant may pay for regular tuition plus additional costs that are not covered in conventional college courses. Any additional costs must be fully explained to ensure that no duplication of payment occurs. The grant cannot support both the cost of tuition for participants and salaries for instructors.

C.   Budget Preparation Guidelines

The following guidelines are to be used in budget preparation:

- **Salaries and Benefits (option 1)**
  Summer or release-time for faculty salaries and fringe benefits; wages for secretarial assistance, graduate and undergraduate students, and/or peer teachers.

- **Clerical/Administrative Assistance**
  If charged in addition to tuition, must be justified as nontraditional course cost.

- **Contractual and Consultant Fees**
  Fees must not exceed institutional salary levels. Maximum of $450 per day plus expenses for those employed as instructors.

- **Materials and Supplies**
  Must be for items not normally associated with a credit course that are justifiable.

- **Travel for Staff and Participants**
  Reasonable expenses for project staff and participants related to in-state meetings integral to project success; travel for project staff to conduct on-site evaluations and follow-up; room and board charges for those participants requiring residential service; and other travel as justified.

- **Teacher Stipends**
  A maximum rate of $100 a day is permitted.

- **Tuition and Fees (option 2)**
  Regular tuition for in-state participants; the grant cannot absorb both tuition and instructor salaries.

- **Miscellaneous Services**
  Printing charges, duplication, long-distance telephone charges, etc. directly associated with project activities; these charges must be justified.

- **Equipment**
  A maximum of $500 for a single item is allowed. Equipment must be for use by participants, not the institution. Rental is encouraged.

VIII. FISCAL PROCEDURES

All federal funds for IEQ state grants must be assigned to a specific account. If an institution receives more than one grant, separate accounts must be established for each. The recipient institution shall invoice the Council quarterly on a cost-reimbursement basis, using the format provided by the Council (IEQ-01 reimbursement form, posted on www.cpe.ky.gov). The final grant payment will not be made until the Council has received the final project report. Expenditures in excess of the approved award amount will be the responsibility of the recipient institution.

IX. PROPOSAL REVIEW

All proposals will be reviewed and rated by individuals selected by the Council's IEQ program director according to the following criteria:

Evaluation of Proposals (120 Points Possible)

Analysis of Need and Collaborative Planning (10 points)

Project Objectives (20 points)

Description of Activities (25 points)

Capacity, Resources, Sustainability (15 points)

Evaluation Plan (15 points)

Budget (15 points)

Serving Diverse Populations and Learners (10 points)

Overall Impression (10 points)

In the "overall impression" category, reviewers consider the extent to which the proposal is clearly written, well organized and complete; presents an effective, comprehensive plan for professional development of sufficient duration, intensity, and quality to have a lasting and positive effect; shows significant potential to

improve teaching, leadership, and learning; and is important and worthy of being funded.

X. PROPOSAL SUBMISSION AND DEADLINES

Applicants must submit ten (10) complete, typed copies of the proposal stapled in the upper left-hand corner. Proposals should not exceed 20 typed, double-spaced pages, excluding appendices and attachments. Proposals must be received by 4:30 p.m., ET on January 5, 2005. Proposals received after that time will *not* be accepted. Faxed proposals will *not* be accepted.

Submit proposals to:

> Melissa McGinley, Director
> Improving Educator Quality Program
> Council on Postsecondary Education
> 1024 Capital Center Drive, Suite 320
> Frankfort, KY 40601

XI. AWARD NOTIFICATION

The Council on Postsecondary Education is expected to approve grant awards at its January 2005 meeting. All institutions submitting proposals will be notified in writing soon thereafter regarding funding decisions.

Questions regarding the CPE's Improving Educator Quality Program should be addressed to Melissa McGinley at:

> Phone: (502) 573-1555, ext. 258
> FAX: (502) 573-1535
> E-mail: melissaj.mcginley@ky.gov

APPENDIX I:
APPLICATION MATERIALS

A. PROPOSAL COVER PAGE
KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION
IMPROVING EDUCATOR QUALITY PROGRAM YEAR 3

1. Lead Institution & Project Director

College/University: _____
Street/Bldg./PO Box: _____
City: _____ State: _____ Zip Code: _____
Project Director(s) _____
E-mail _____ Phone _____ Fax _____

2. Project

Title: _____
Disciplines Involved: _____
Est. Number of Participants: _____ Grade Levels: _____
Contact Hours: _____ Credit Hours: _____ Graduate: _____ Undergraduate: _____
Main Activities: _____
_____

3. Budget

Requested IEQ Funds: $ _____ In-Kind Funds: $ _____

4. Lead Contacts for Partnership Organizations (at a minimum, a representative of a school of education, a school of arts and sciences, and a high-need LEA)

Name: _____ Institution: _____
Signature: _____ Date: _____

Name: _____ Institution: _____
Signature: _____ Date: _____

Name: _____ Institution: _____
Signature: _____ Date: _____

Name: _____ Institution: _____
Signature: _____ Date: _____

5. Certification & Endorsement of Fiscal Agent

Project Director: _____ Title: _____
Signature: _____ Date: _____
Institutional Representative: _____ Title: _____
Signature: _____ Date: _____

B. ABSTRACT

Provide a concise summary of your proposal in the space provided on this page.

C. COOPERATIVE PLANNING EFFORTS

Describe the collaborative planning efforts that have occurred between the participating institutions, schools of education, divisions of arts and sciences, local school districts, and other participating organizations and agencies. Include dates of meetings, names of participants and schools, and/or departments of participants.

D. PARTNERSHIP AGREEMENT

A copy of this form must be completed for each member of the partnership (at a minimum, the lead institution or fiscal agent, a school of education, a school of arts and sciences, and a high need local education agency).

_____ , upon funding approval by the Council on

(Name of organization)

Postsecondary Education, agrees to participate in the planning, development, and implementation of sustained, high quality professional development activities for the faculty and/or administration of the following schools and school districts:

_____
_____
_____
_____
_____
_____

The organization agrees to make the following contributions or play the following roles in the project:

_____
_____
_____
_____
_____
_____

The organization assures that this proposal addresses the following professional development needs identified in the school district action plan:

_____
_____
_____
_____
_____
_____

The organization further assures that this proposal was developed with input from the following local school district faculty and staff:

_____
_____
_____
_____
_____

Lead contact: _____   Title: _____
Signature: _____   Date: _____

E. STATEMENT OF ASSURANCES

I, _____ , chief executive officer/financial officer of
          (name of individual)

_____ hereby provide assurances to the Council on Postsecondary
      (name of institution)

Education that should this institution receive a grant under the terms of the Improving Educator

Quality Program, it will:

1. Upon request, provide the Council on Postsecondary Education access to records and other sources of information that may be necessary to determine compliance with appropriate federal and state laws and regulations.

2. Conduct educational activities funded by this project in compliance with the following federal laws:
    a. Title VI of the Civil Rights Act of 1964
    b. Title IX of the Education Amendments of 1972
    c. Section 504 of the Rehabilitation Act of 1973
    d. Age Discrimination Act of 1975
    e. Americans with Disabilities Act of 1990
    f. Title II, Part A of No Child Left Behind Act

3. Use grant funds to supplement and not supplant funds from nonfederal sources.

4. Retain all fiscal records for a minimum period of three years after the Council has filed the final report for the corresponding federal award.

5. Comply with the federal and state requirements to audit federally funded programs in accordance with the Office of Management and Budget (OMB) Circular A-133, and supply the CPE with a copy of the audit report within the timeframe specified in the MOA for each fiscal year in which the grant operates.

6. Make every effort to serve historically underrepresented and underserved groups.

7. Ensure to the extent feasible the equitable participation of nonpublic and parochial schools in all programming supported by project funds.

8. Target for program recruitment educators from schools with the greatest need for assistance.

9. Ensure the project addresses the specific professional development needs and priorities of the state, school(s) and LEA(s) as identified in local action plans.

10. Ensure the project is consistent with national and state standards and indicators (including CPE, KDE, and EPSB), as well as current "scientifically based research."

11. The institution further assures that all program and evaluation reports required by the U.S. Department of Education and/or the Council on Postsecondary Education will be submitted in accordance with stated guidelines and deadlines.

Signature: _____ Title: _____ Date: _____

F. BUDGET FORM (see Excel Worksheet)

G. INTENT TO SUBMIT PROPOSAL
IMPROVING EDUCATOR QUALITY STATE GRANT PROGRAM

Project Director: _____

Lead Institution: _____

Address: _____

_____

Project Title: _____

Participants to be Served: _____

Grade Level of Educators: _____

Academic Subject: _____

Program Objectives: _____

_____

_____

_____

Delivery Methods: _____

_____

_____

Contact Hours per Participant: _____

Please return this form by December 17, 2004 to:

Melissa McGinley, Director
Improving Educator Quality Program
Kentucky Council on Postsecondary Education
1024 Capital Plaza Drive, Suite 320
Frankfort, KY 40601
Fax: (502) 573-1535
MelissaJ.McGinley@ ky.gov

H. REGISTRATION FOR TECHNICAL ASSISTANCE WORKSHOP

Return by October 25, 2004

A technical assistance workshop designed to provide prospective proposal developers the opportunity to receive clarification on requirements of the RFP will be held October 29, 2004. The session will begin at 9:30 a.m. and conclude around noon. Participants will meet in Room A at the Council on Postsecondary Education office suite in Frankfort.

To register, please complete and return the form below by October 25, 2004. The form may be mailed or faxed to (502) 573-1535. You may register by phone by calling Melissa McGinley at (502) 573-1555, ext. 258, or by e-mail at melissaj.mcginley@ky.gov.

Name   (*Please Print*):   _____

Institution or Organization:_____

Phone number where I can be reached during the day: (____) _____ _____

E-mail address: _____

Please register me for the October 29, 2004 workshop: _____

Send to: Melissa McGinley
                    Senior Associate for Academic Affairs
                    Council on Postsecondary Education
                    1024 Capital Center Drive, Suite 320
                    Frankfort, KY 40601-8204

APPENDIX II:
ADDITIONAL RESOURCES

A. HELPFUL WEBSITES

American Diploma Project
http://www.achieve.org/achieve.nsf/AmericanDiplomaProject?OpenForm

American Diploma Project Mathematics Benchmarks
http://www.achieve.org/achieve.nsf/ADP-Math-Intro

American Diploma Project Research Reports
http://www.cpe.state.ky.us/council/council_council_american_diploma2.asp

P-16 Literacy and Mathematics Alignment Team Recommendations
http://www.cpe.state.ky.us/council/council_council_p16_lmalign_intro.asp

Kentucky Department of Education High Quality Professional Development Standards
http://www.education.ky.gov/KDE/Administrative+Resources/Professional+Development/Statutes+and+Regulations/default.htm

Kentucky Department of Education Core Content for Assessment
http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Core+Content+for+Assessment/default.htm

Kentucky Department of Education Program of Studies for Kentucky Schools
http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Program+of+Studies/default.htm

Kentucky Department of Education Transformations, Volumes I and II
http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Transformations/default.htm

Kentucky SAELP Overview (leadership)
http://www.education.ky.gov/KDE/Administrative+Resources/School+Improvement/Leadership+and+Evaluation/State+Action+for+Education+Leadership+Project/default.htm

Kentucky Department of Education Algebra II Task Force
http://www.education.ky.gov/KDE/Instructional+Resources/High+School/Mathematics/Suggested+Algebra+II+Course+Guidelines.htm

Kentucky's Consolidated State Application
http://www.education.ky.gov/KDE/Administrative+Resources/Testing+and+Reporting+/Reports/No+Child+Left+Behind+Reports/default.htm

Kentucky Department of Education MAX Enterprise Data System
http://kdemaxport2.kde.state.ky.us:7777/servlet/page?_pageid=162,164&_dad=portal30&_schema=PORTAL30

Kentucky Education Professional Standards Board
www.kyepsb.net

B. IMPROVING EDUCATOR QUALITY GRANT
FINAL PROGRAM REPORT FORM

Institution:
Project Name:
Content Area(s):
Project Director:
Date:

PART I: PROJECT DESCRIPTION

1. Provide the number of participants **directly** served by the project, by category. ("Participants" are individuals who took part in professional development institutes, mentoring and/or follow up activities.) If a participant fits into more than one category, please choose the category that best describes his or her primary function at the school (*unduplicated count*). K-12 students who indirectly benefited from their teachers' involvement in the project or teachers/administrators who only used materials or supplies purchased with IEQ funds should not be counted as "participants." However, if a train-the-trainer model was used, both the teachers/administrators trained as trainers and the individuals they trained at their school should be counted as "participants."

Category	Number of Participants
Teachers (in-service only)	
Paraprofessionals (e.g., aides, assistants)	
Principals	
Resource/Media Specialists (e.g., librarians, technology coordinators)	
Other school or district administrators (e.g., superintendents)	
Other (specify):	
TOTAL	

2. Of the total number of participants served, indicate how many work/teach at the each of the following levels. As before, select only one level per participant (*unduplicated count*).

Level	Number of Participants
Early Childhood	
Elementary School	
Middle School	
High School	
Postsecondary	
TOTAL	

3. Indicate the content areas taught by project participants.

Content Area	Number of Participants
Self-contained classroom (all subjects)	
Math	
Science	
English, language arts, reading	
Social studies, history, geography, civics	
Special education	
Foreign language/ESL	
Arts and humanities (e.g., music, art, drama)	
Combination (e.g., science & technology, English & social studies)	
Other (specify):	
TOTAL	

4. Indicate the gender of participants served.

Gender	Number of Participants
Male	
Female	
TOTAL	

5. Indicate the ethnicity of participants served (*unduplicated count*).

Ethnicity	Number of Participants
White, non-Hispanic	
Black, non-Hispanic	
Hispanic	
Asian/Pacific Islander	
American Indian/Alaskan Native	
Unknown	
Other (specify):	
TOTAL	

6. List all of the school districts served by the project and provide the poverty rate for each (as calculated by the US Census Bureau on attached table). (*Add additional rows if necessary.*)

School Districts Served	Poverty Rate

7. List all of the schools served by the project, the percentage of teachers at that school teaching out of subject or with emergency, provision, or temporary certification, as well as the percentage of students eligible for federal free or reduced-price lunch. (*Add additional rows if necessary.*)

Name of School	% of teachers that do not meet "highly qualified" definition	% of students eligible for free or reduced-price lunch

8. Title II, Part A of NCLB requires states to award funding to partnerships, which at a minimum must include a postsecondary school of education, a postsecondary school of arts and sciences, and a high-need local school district (where at least 20% of students are in poverty). Other partners may include private schools, non-profit organizations, businesses, etc. List each member of partnership below. (*Additional rows may be added, if necessary*).

Partner	Type of Organization

9. Summarize your project activities in the table below.

Type of Activity	Date	Major Objective of Activity	Number of Participants	Length of Activity (in Hours)

10. Provide the number of participants in your program receiving each of the following types of credit. (*List all types of credit received. This may be a duplicated count.)*

Type of Credit	# of Participants
Graduate credit	
Undergraduate credit	
Continuing education credit	
Credit toward salary increase	
Credit toward certification	
Professional development hours	
No credit awarded	
Other (specify)	
TOTAL	

11. Provide the average number of total contact hours per participant (including professional development institutes and sustained mentoring/follow up training).

12. Indicate the time period over which contact hours took place (month/year to month/year).

13. How many postsecondary faculty, administrators, or staff were involved in the project?

14. How many K-12 students were positively impacted as a result of their teachers' participation in the project?

15. Indicate the total amount of IEQ federal funds used by each primary partner. Federal law prohibits any single member of the partnership from using more than 50% of the funds; the provision focuses not on which partner receives the funds, but on which partner directly benefits from them. (Refer to non-regulatory guidance, I-29, for more detail. The non-regulatory guidance can be downloaded at www.ed.gov/programs/teacherqual/guidance.pdf)

Partner Name	Funding Used

16. How much additional funding did you leverage from in-kind or matching contributions?

PART II: PROJECT SELF-ASSESSMENT

1. Provide a brief overview of your project and the participants served.

2. Describe any changes made from the original proposal and give a rationale for these changes.

3. Summarize the project's primary objectives, measurements, and outcomes. Describe any unexpected outcomes that occurred.

4. How did the project measure gains in student learning achieved as a result of the Improving Educator Quality program? What outcomes occurred?

5. Indicate the top three contributions you feel your project made to the participants involved.

6. Describe the three greatest challenges faced by your project.

7. What improvements do you feel could be made to the Improving Educator Quality Program?

High Need Local School Districts (Source: U.S. Census Bureau, 2000)

District ID	District Name	Grade Range	Total Pop.	Pop. Age 5-17	Age 5-17 in Poverty	% in Poverty
2100030	ADAIR COUNTY SCHOOL DISTRICT	PK-12	17,306	2,900	799	27.6%
2100070	ALLEN COUNTY SCHOOL DISTRICT	PK-12	17,971	3,280	584	17.8%
2100090	ANCHORAGE INDEPENDENT SCHOOL DISTRICT	KG-12	2,442	687	8	1.2%
2100120	ANDERSON COUNTY SCHOOL DISTRICT	PK-12	19,507	3,636	351	9.7%
2100150	ASHLAND INDEPENDENT SCHOOL DISTRICT	PK-12	22,247	3,443	751	21.8%
2100180	AUGUSTA INDEPENDENT SCHOOL DISTRICT	PK-12	1,512	254	45	17.7%
2100210	BALLARD COUNTY SCHOOL DISTRICT	PK-12	8,208	1,316	225	17.1%
2100240	BARBOURVILLE INDEPENDENT SCHOOL DISTRICT	PK-12	2,976	418	136	32.5%
2100270	BARDSTOWN INDEPENDENT SCHOOL DISTRICT	PK-12	11,953	2,159	438	20.3%
2100300	BARREN COUNTY SCHOOL DISTRICT	PK-12	23,917	4,341	604	13.9%
2100330	BATH COUNTY SCHOOL DISTRICT	PK-12	11,288	1,870	453	24.2%
2100360	BEECHWOOD INDEPENDENT SCHOOL DISTRICT	KG-12	6,122	1,177	12	1.0%
2100390	BELL COUNTY SCHOOL DISTRICT	PK-12	17,669	3,112	1,042	33.5%
2100420	BELLEVUE INDEPENDENT SCHOOL DISTRICT	PK-12	6,480	1,109	168	15.1%
2100480	BEREA INDEPENDENT SCHOOL DISTRICT	PK-12	6,607	861	142	16.5%
2100510	BOONE COUNTY SCHOOL DISTRICT	PK-12	85,338	16,802	1,083	6.4%
2100540	BOURBON COUNTY SCHOOL DISTRICT	PK-12	13,658	2,562	368	14.4%
2100570	BOWLING GREEN INDEPENDENT SCHOOL DISTRICT	PK-12	26,246	3,025	710	23.5%
2100620	BOYD COUNTY SCHOOL DISTRICT	PK-12	23,274	3,597	511	14.2%
2100630	BOYLE COUNTY SCHOOL DISTRICT	PK-12	14,408	2,459	293	11.9%
2100660	BRACKEN COUNTY SCHOOL DISTRICT	PK-12	6,857	1,271	144	11.3%
2100690	BREATHITT COUNTY SCHOOL DISTRICT	PK-12	14,722	2,799	923	33.0%
2100720	BRECKINRIDGE COUNTY SCHOOL DISTRICT	PK-12	17,306	3,129	571	18.2%
2100750	BULLITT COUNTY SCHOOL DISTRICT	PK-12	62,518	11,870	1,124	9.5%
2100780	BURGIN INDEPENDENT SCHOOL DISTRICT	KG-12	2,585	404	30	7.4%
2100810	BUTLER COUNTY SCHOOL DISTRICT	PK-12	13,115	2,361	449	19.0%
2100840	CALDWELL COUNTY SCHOOL DISTRICT	PK-12	12,950	2,058	380	18.5%
2100870	CALLOWAY COUNTY SCHOOL DISTRICT	PK-12	24,010	3,452	524	15.2%
2100900	CAMPBELL COUNTY SCHOOL DISTRICT	PK-12	37,220	6,735	280	4.2%
2100930	CAMPBELLSVILLE INDEPENDENT SCHOOL DISTRICT	PK-12	8,445	1,280	453	35.4%
2100960	CARLISLE COUNTY SCHOOL DISTRICT	PK-12	5,343	874	151	17.3%
2100990	CARROLL COUNTY SCHOOL DISTRICT	PK-12	10,183	1,807	304	16.8%
2101020	CARTER COUNTY SCHOOL DISTRICT	PK-12	26,873	4,577	1,065	23.3%

High Need Local School Districts (Source: U.S. Census Bureau, 2000)

2101050	CASEY COUNTY SCHOOL DISTRICT	PK-12	15,613	2,678	744	27.8%
2101110	CAVERNA INDEPENDENT SCHOOL DISTRICT	PK-12	5,510	904	240	26.5%
2101150	CHRISTIAN COUNTY SCHOOL DISTRICT	PK-12	56,843	10,245	2,198	21.5%
2101200	CLARK COUNTY SCHOOL DISTRICT	KG-12	33,468	5,827	830	14.2%
2101230	CLAY COUNTY SCHOOL DISTRICT	PK-12	24,385	4,521	1,617	35.8%
2101260	CLINTON COUNTY SCHOOL DISTRICT	PK-12	9,630	1,484	422	28.4%
2101290	CLOVERPORT INDEPENDENT SCHOOL DISTRICT	PK-12	1,540	209	52	24.9%
2101320	CORBIN INDEPENDENT SCHOOL DISTRICT	PK-12	10,672	1,876	313	16.7%
2101350	COVINGTON INDEPENDENT SCHOOL DISTRICT	PK-12	36,515	6,046	1,508	24.9%
2101380	CRITTENDEN COUNTY SCHOOL DISTRICT	KG-12	9,255	1,542	356	23.1%
2101410	CUMBERLAND COUNTY SCHOOL DISTRICT	KG-12	7,182	1,223	344	28.1%
2101440	DANVILLE INDEPENDENT SCHOOL DISTRICT	PK-12	13,277	2,075	331	16.0%
2101470	DAVIESS COUNTY SCHOOL DISTRICT	PK-12	61,777	11,845	1,060	8.9%
2101500	DAWSON SPRINGS INDEPENDENT SCHOOL DISTRICT	PK-12	2,758	448	133	29.7%
2101530	DAYTON INDEPENDENT SCHOOL DISTRICT	PK-12	5,966	1,143	226	19.8%
2101590	EAST BERNSTADT INDEPENDENT SCHOOL DISTRICT	PK-12	1,322	258	59	22.9%
2101620	EDMONSON COUNTY SCHOOL DISTRICT	PK-12	11,760	1,946	424	21.8%
2101650	ELIZABETHTOWN INDEPENDENT SCHOOL DISTRICT	KG-12	10,313	1,770	198	11.2%
2101680	ELLIOTT COUNTY SCHOOL DISTRICT	KG-12	6,759	1,203	342	28.4%
2101710	EMINENCE INDEPENDENT SCHOOL DISTRICT	PK-12	2,808	485	75	15.5%
2101740	ERLANGER-ELSMERE INDEPENDENT SCHOOL DISTRICT	PK-12	16,977	2,792	292	10.5%
2101760	ESTILL COUNTY SCHOOL DISTRICT	PK-12	15,339	2,645	660	25.0%
2101800	FAIRVIEW INDEPENDENT SCHOOL DISTRICT	PK-12	4,023	619	113	18.3%
2101860	FAYETTE COUNTY SCHOOL DISTRICT	PK-12	262,478	38,071	4,716	12.4%
2101920	FLEMING COUNTY SCHOOL DISTRICT	KG-12	14,061	2,526	547	21.7%
2101950	FLOYD COUNTY SCHOOL DISTRICT	PK-12	42,178	7,062	2,051	29.0%
2100078	FORT CAMPBELL DEPENDENT SCHOOLS	KG-12	15,404	2,714	472	17.4%
2100079	FORT KNOX DEPENDENT SCHOOLS	KG-12	14,094	3,022	244	8.1%
2102040	FORT THOMAS INDEPENDENT SCHOOL DISTRICT	PK-12	16,447	3,003	147	4.9%
2101980	FRANKFORT INDEPENDENT SCHOOL DISTRICT	PK-12	4,975	737	139	18.9%
2102010	FRANKLIN COUNTY SCHOOL DISTRICT	PK-12	43,126	6,802	777	11.4%
2102100	FULTON COUNTY SCHOOL DISTRICT	PK-12	4,888	865	223	25.8%
2102070	FULTON INDEPENDENT SCHOOL DISTRICT	PK-12	2,855	485	150	30.9%
2102130	GALLATIN COUNTY SCHOOL DISTRICT	PK-12	7,935	1,618	281	17.4%

High Need Local School Districts (Source: U.S. Census Bureau, 2000)

2102160	GARRARD COUNTY SCHOOL DISTRICT	PK-12	15,142	2,630	461	**17.5%**
2102220	GLASGOW INDEPENDENT SCHOOL DISTRICT	PK-12	11,871	1,754	482	**27.5%**
2102250	GRANT COUNTY SCHOOL DISTRICT	KG-12	20,042	4,068	592	**14.6%**
2102280	GRAVES COUNTY SCHOOL DISTRICT	KG-12	27,164	4,823	698	**14.5%**
2102300	GRAYSON COUNTY SCHOOL DISTRICT	PK-12	24,245	4,221	870	**20.6%**
2102340	GREEN COUNTY SCHOOL DISTRICT	KG-12	11,685	1,943	422	**21.7%**
2102400	GREENUP COUNTY SCHOOL DISTRICT	PK-12	19,498	3,322	703	**21.2%**
2102460	HANCOCK COUNTY SCHOOL DISTRICT	KG-12	8,490	1,584	206	**13.0%**
2102490	HARDIN COUNTY SCHOOL DISTRICT	PK-12	74,190	14,465	1,992	**13.8%**
2102540	HARLAN COUNTY SCHOOL DISTRICT	PK-12	29,339	5,293	1,723	**32.6%**
2102520	HARLAN INDEPENDENT SCHOOL DISTRICT	KG-12	3,223	547	178	**32.5%**
2102580	HARRISON COUNTY SCHOOL DISTRICT	KG-12	18,035	3,204	457	**14.3%**
2102610	HARRODSBURG INDEPENDENT SCHOOL DISTRICT	PK-12	6,801	1,120	230	**20.5%**
2102640	HART COUNTY SCHOOL DISTRICT	PK-12	14,635	2,702	735	**27.2%**
2102670	HAZARD INDEPENDENT SCHOOL DISTRICT	PK-12	4,966	809	225	**27.8%**
2102710	HENDERSON COUNTY SCHOOL DISTRICT	PK-12	44,941	7,806	1,107	**14.2%**
2102760	HENRY COUNTY SCHOOL DISTRICT	PK-12	12,384	2,225	350	**15.7%**
2102790	HICKMAN COUNTY SCHOOL DISTRICT	PK-12	5,189	804	178	**22.1%**
2102860	HOPKINS COUNTY SCHOOL DISTRICT	PK-12	43,489	7,496	1,415	**18.9%**
2102940	JACKSON COUNTY SCHOOL DISTRICT	PK-12	13,672	2,514	774	**30.8%**
2102910	JACKSON INDEPENDENT SCHOOL DISTRICT	PK-12	1,273	185	46	**24.9%**
2102990	JEFFERSON COUNTY SCHOOL DISTRICT	PK-12	693,559	116,581	15,619	**13.4%**
2103000	JENKINS INDEPENDENT SCHOOL DISTRICT	KG-12	3,551	614	179	**29.2%**
2103030	JESSAMINE COUNTY SCHOOL DISTRICT	PK-12	39,802	7,254	988	**13.6%**
2103060	JOHNSON COUNTY SCHOOL DISTRICT	PK-12	19,662	3,376	863	**25.6%**
2103090	KENTON COUNTY SCHOOL DISTRICT	PK-12	87,114	16,611	813	**4.9%**
2103120	KNOTT COUNTY SCHOOL DISTRICT	PK-12	17,570	3,030	829	**27.4%**
2103150	KNOX COUNTY SCHOOL DISTRICT	PK-12	27,512	5,130	1,756	**34.2%**
2103180	LARUE COUNTY SCHOOL DISTRICT	KG-12	13,326	2,347	406	**17.3%**
2103210	LAUREL COUNTY SCHOOL DISTRICT	PK-12	52,241	9,099	2,100	**23.1%**
2103240	LAWRENCE COUNTY SCHOOL DISTRICT	PK-12	15,662	2,862	780	**27.3%**
2103270	LEE COUNTY SCHOOL DISTRICT	KG-12	7,922	1,317	440	**33.4%**
2103330	LESLIE COUNTY SCHOOL DISTRICT	PK-12	12,265	2,105	607	**28.8%**
2103360	LETCHER COUNTY SCHOOL DISTRICT	PK-12	21,401	3,558	908	**25.5%**
2103390	LEWIS COUNTY SCHOOL DISTRICT	PK-12	14,044	2,519	748	**29.7%**
2103480	LINCOLN COUNTY SCHOOL DISTRICT	PK-12	23,763	4,294	978	**22.8%**
2103510	LIVINGSTON COUNTY SCHOOL DISTRICT	PK-12	9,816	1,576	218	**13.8%**

High Need Local School Districts (Source: U.S. Census Bureau, 2000)

2103540	LOGAN COUNTY SCHOOL DISTRICT	PK-12	20,169	3,690	507	**13.7%**
2103630	LUDLOW INDEPENDENT SCHOOL DISTRICT	PK-12	5,259	1,077	169	**15.7%**
2103690	LYON COUNTY SCHOOL DISTRICT	KG-12	8,159	937	146	**15.6%**
2103720	MADISON COUNTY SCHOOL DISTRICT	PK-12	65,713	9,949	1,582	**15.9%**
2103750	MAGOFFIN COUNTY SCHOOL DISTRICT	PK-12	13,242	2,437	858	**35.2%**
2103780	MARION COUNTY SCHOOL DISTRICT	PK-12	18,326	3,243	586	**18.1%**
2103810	MARSHALL COUNTY SCHOOL DISTRICT	PK-12	30,210	4,759	554	**11.6%**
2103840	MARTIN COUNTY SCHOOL DISTRICT	PK-12	12,547	2,476	805	**32.5%**
2103870	MASON COUNTY SCHOOL DISTRICT	PK-12	16,869	2,866	537	**18.7%**
2103900	MAYFIELD INDEPENDENT SCHOOL DISTRICT	PK-12	9,947	1,538	428	**27.8%**
2103960	MCCRACKEN COUNTY SCHOOL DISTRICT	PK-12	43,082	7,356	854	**11.6%**
2103990	MCCREARY COUNTY SCHOOL DISTRICT	PK-12	16,996	3,380	1,214	**35.9%**
2104020	MCLEAN COUNTY SCHOOL DISTRICT	KG-12	9,917	1,633	273	**16.7%**
2104050	MEADE COUNTY SCHOOL DISTRICT	PK-12	22,444	4,555	586	**12.9%**
2104080	MENIFEE COUNTY SCHOOL DISTRICT	PK-12	6,632	1,187	349	**29.4%**
2104110	MERCER COUNTY SCHOOL DISTRICT	PK-12	11,555	2,107	289	**13.7%**
2104140	METCALFE COUNTY SCHOOL DISTRICT	PK-12	10,089	1,725	475	**27.5%**
2104170	MIDDLESBORO INDEPENDENT SCHOOL DISTRICT	PK-12	10,199	1,674	533	**31.8%**
2104200	MONROE COUNTY SCHOOL DISTRICT	PK-12	11,789	1,959	486	**24.8%**
2104250	MONTGOMERY COUNTY SCHOOL DISTRICT	PK-12	22,944	3,951	690	**17.5%**
2104260	MONTICELLO INDEPENDENT SCHOOL DISTRICT	PK-12	3,941	721	283	**39.3%**
2104290	MORGAN COUNTY SCHOOL DISTRICT	KG-12	14,068	2,251	605	**26.9%**
2100081	MUHLENBERG COUNTY SCHOOL DISTRICT	PK-12	31,767	5,019	1,016	**20.2%**
2104380	MURRAY INDEPENDENT SCHOOL DISTRICT	PK-12	10,318	1,077	168	**15.6%**
2104410	NELSON COUNTY SCHOOL DISTRICT	PK-12	26,379	5,180	486	**9.4%**
2104440	NEWPORT INDEPENDENT SCHOOL DISTRICT	PK-12	17,352	3,079	767	**24.9%**
2104470	NICHOLAS COUNTY SCHOOL DISTRICT	KG-12	6,833	1,103	193	**17.5%**
2104500	OHIO COUNTY SCHOOL DISTRICT	PK-12	23,096	4,045	773	**19.1%**
2104530	OLDHAM COUNTY SCHOOL DISTRICT	PK-12	48,043	9,457	404	**4.3%**
2104560	OWEN COUNTY SCHOOL DISTRICT	PK-12	10,716	1,987	378	**19.0%**
2104590	OWENSBORO INDEPENDENT SCHOOL DISTRICT	PK-12	29,875	4,784	1,014	**21.2%**
2104620	OWSLEY COUNTY SCHOOL DISTRICT	PK-12	4,811	881	382	**43.4%**
2104650	PADUCAH INDEPENDENT SCHOOL DISTRICT	PK-12	21,806	3,345	1,004	**30.0%**
2104680	PAINTSVILLE INDEPENDENT SCHOOL DISTRICT	PK-12	3,728	565	185	**32.7%**
2104710	PARIS INDEPENDENT SCHOOL DISTRICT	PK-12	5,866	936	204	**21.8%**
2104740	PENDLETON COUNTY SCHOOL DISTRICT	PK-12	14,644	3,017	400	**13.3%**
2104770	PERRY COUNTY SCHOOL DISTRICT	PK-12	24,262	4,239	1,182	**27.9%**

High Need Local School Districts (Source: U.S. Census Bureau, 2000)

2104800	PIKE COUNTY SCHOOL DISTRICT	PK-12	61,643	10,336	2,369	22.9%
2104830	PIKEVILLE INDEPENDENT SCHOOL DISTRICT	PK-12	6,092	911	230	25.2%
2104860	PINEVILLE INDEPENDENT SCHOOL DISTRICT	PK-12	1,934	336	157	46.7%
2104890	POWELL COUNTY SCHOOL DISTRICT	PK-12	13,326	2,500	651	26.0%
2104920	PROVIDENCE INDEPENDENT SCHOOL DISTRICT	PK-12	3,259	555	169	30.5%
2104950	PULASKI COUNTY SCHOOL DISTRICT	PK-12	45,584	7,744	1,627	21.0%
2104980	RACELAND INDEPENDENT SCHOOL DISTRICT	KG-12	4,501	785	108	13.8%
2105040	ROBERTSON COUNTY SCHOOL DISTRICT	KG-12	2,275	399	85	21.3%
2105070	ROCKCASTLE COUNTY SCHOOL DISTRICT	PK-12	16,626	2,884	698	24.2%
2105100	ROWAN COUNTY SCHOOL DISTRICT	PK-12	22,289	3,142	615	19.6%
2105160	RUSSELL COUNTY SCHOOL DISTRICT	PK-12	16,498	2,634	724	27.5%
2105130	RUSSELL INDEPENDENT SCHOOL DISTRICT	PK-12	12,898	2,099	236	11.2%
2105190	RUSSELLVILLE INDEPENDENT SCHOOL DISTRICT	PK-12	6,503	1,061	315	29.7%
2105220	SCIENCE HILL INDEPENDENT SCHOOL DISTRICT	PK-12	1,601	281	48	17.1%
2105260	SCOTT COUNTY SCHOOL DISTRICT	PK-12	34,451	6,203	657	10.6%
2105320	SHELBY COUNTY SCHOOL DISTRICT	PK-12	34,245	6,027	641	10.6%
2105370	SILVER GROVE INDEPENDENT SCHOOL DISTRICT	PK-12	1,628	272	32	11.8%
2105400	SIMPSON COUNTY SCHOOL DISTRICT	PK-12	16,637	3,031	442	14.6%
2105430	SOMERSET INDEPENDENT SCHOOL DISTRICT	PK-12	9,522	1,383	312	22.6%
2105460	SOUTHGATE INDEPENDENT SCHOOL DISTRICT	PK-12	3,517	492	18	3.7%
2105490	SPENCER COUNTY SCHOOL DISTRICT	PK-12	12,803	2,425	244	10.1%
2105520	TAYLOR COUNTY SCHOOL DISTRICT	PK-12	14,502	2,525	304	12.0%
2105550	TODD COUNTY SCHOOL DISTRICT	PK-12	12,057	2,200	467	21.2%
2105580	TRIGG COUNTY SCHOOL DISTRICT	PK-12	12,700	2,089	313	15.0%
2105610	TRIMBLE COUNTY SCHOOL DISTRICT	KG-12	8,443	1,606	243	15.1%
2105640	UNION COUNTY SCHOOL DISTRICT	PK-12	15,540	2,832	411	14.5%
2105700	WALTON VERONA INDEPENDENT SCHOOL DISTRICT	PK-12	4,731	974	63	6.5%
2105730	WARREN COUNTY SCHOOL DISTRICT	PK-12	67,357	11,885	1,541	13.0%
2105760	WASHINGTON COUNTY SCHOOL DISTRICT	PK-12	11,013	2,052	285	13.9%
2105790	WAYNE COUNTY SCHOOL DISTRICT	PK-12	16,004	2,815	758	26.9%
2105820	WEBSTER COUNTY SCHOOL DISTRICT	PK-12	10,771	1,805	253	14.0%
2105850	WEST POINT INDEPENDENT SCHOOL DISTRICT	KG-12	1,138	213	52	24.4%
2105880	WHITLEY COUNTY SCHOOL DISTRICT	PK-12	21,512	4,291	1,360	31.7%
2105910	WILLIAMSBURG INDEPENDENT SCHOOL DISTRICT	PK-12	5,380	730	288	39.5%
2105940	WILLIAMSTOWN INDEPENDENT SCHOOL DISTRICT	PK-12	3,129	524	76	14.5%
2105970	WOLFE COUNTY SCHOOL DISTRICT	PK-12	6,917	1,255	527	42.0%

High Need Local School Districts (Source: U.S. Census Bureau, 2000)

| 2106000 | WOODFORD COUNTY SCHOOL DISTRICT | PK-12 | 23,307 | 4,246 | 351 | **8.3%** |